SPA

Addendum to the Clinical Practice Teacher Candidate Performance Evaluation

Indicators Specific to: Music

Rowan University College of Education

Candidate: \_\_\_\_\_\_\_\_\_\_Sean Biehn\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor/Teacher:\_\_\_\_\_\_\_\_\_\_\_Mr. Brenner\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluate the candidate’s development of the following indicators based on your observation of the candidate’s performance and/or examination of his/her records and other materials. Transfer your ratings to the Scantron form. Use the following rating key: **Exceeds Expectations (EE), Meets Expectations (ME),**

**Does Not Meet Expectations (DN).** Provide comments where ratings of “EE” or “DN” are given.

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| **1. Conducting** | | **Rating** |
| **EE** | Exhibits clear conducting pattern, independence of hands, proactive as well as reactive hand and facial expression relative to the musical context. | **EE** |
| **ME** | Exhibits clear conducting pattern, some independence of hands, proactive but **not** reactive arm/facial relative to the musical context. |
| **DN** | Exhibits an unclear conducting pattern, little independence in the hands, and little proactive and reactive arm/facial expression relative to the musical context*.* |
| **Rationale for Rating: Clear conducting pattern, shows musical expression and dynamics in the left hand, good use of cues, and expresses facial cues as to the like or dislike of the rehearsed section of musical context.** | |
| **2. Modeling** | | **Rating** |
| **EE** | Exhibits consistently an excellent model either vocally or instrumentally | **EE** |
| **ME** | Exhibits occasionally an excellent model either vocally or instrumentally |
| **DN** | Rarely exhibits an appropriate model either vocally or instrumentally |
| **Rationale for Rating: Modeled good playing and musical professionalism with the trombone within the group, and models being a good person with a pleasant voice and calm conducting of the band or piano lab classes.** | |
| **3. Piano Skills** | | **Rating** |
| **EE** | Plays appropriate accompaniment for the musical context and conducts proactively/reactively to that musical context | **EE** |
| **ME** | Plays appropriate accompaniment for the musical context |
| **DN** | Plays accompaniment with many inaccuracies or is not appropriate for the musical context. |
| **Rationale for Rating: Performs the required lesson material very well and keeps the beat pattern going in the left hand for the piano lab classes.** | |
| **4. Stylistic Knowledge** | | **Rating** |
| **EE** | Can consistently lead/coach students toward an aesthetic and authentic performance considering historically accurate performance practice. | **ME** |
| **ME** | Occasionally leads/coaches students toward an aesthetic and authentic performance considering historically accurate performance practice. |
| **DN** | Does not lead/coach students toward an aesthetic and authentic performance considering historically accurate performance practice*.* |
| **Rationale for Rating: Occasionally describes the want to do better and perform with good intonation and a general want to practice on their own time.** | |
| **5. Rehearsal Technique** | | **Rating** |
| **EE** | Effectively responds to performance issues while maintaining the flow of the rehearsal | **EE** |
| **ME** | Somewhat effectively responds to performance issues while maintaining the flow of the rehearsal. |
| **DN** | Ineffectively responds to, or is unaware of, performance issues in the rehearsal. |
| **Rationale for Rating: Keeps good pacing of the ensemble and provides semi-quick descriptions to fix the problems and move on in the music. Constantly deviates from the lesson to address problems that are crucial to fixing the bigger idea.** | |
| **6. Arranging** | | **Rating** |
| **EE** | Effectively adapts/arranges the musical score to meet the needs of the musicians | **EE** |
| **ME** | Adequately adapts/arranges the musical score to meet the needs of the musicians |
| **DN** | The adapted/arranged musical score does not meet the needs of the musicians |
| **Rationale for Rating: A lot of the instruments were missing due to the lack of students playing those instruments like French Horn, and told others to play cued sections of the music or wrote out parts in place of a rest in the music for certain individuals.** | |